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ARU London Access and Participation Statement

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ARU London Access and Participation Statement and Key Interventions

Introduction

ARU London (ARU-L) is included in the Anglia Ruskin University (ARU) Access and Participation Plan (APP). The ARU APP was written in May 2024 and approved by the Office for Students (OfS) in summer 2025. It has, therefore, not been necessary to include the ARU APP in supporting evidence for the ARU-L registration application. ARU-L is required, however, to take all reasonable steps to ensure compliance with the ARU APP, including achieving the relevant targets and making the investments detailed in its Target and Investment Plan. This ARU-L **Access and Participation** Statement, informed by both the ARU APP 2025-2026 to 2028-2029 and ARU-L specific data, outlines the strategies and interventions being implemented at ARU-L in alignment with the ARU APP objectives and targets. Alongside the ARU APP, this Statement embodies ARU-L's shared commitment to making a positive impact on our students' lives and local communities through inclusive and innovative education and sets out how we strive to promote equality of opportunity for all.

The ARU-L's Faculty Education Committee (FEC) is responsible for considering each of the ARU APP objectives and targets in relation to the specific ARU-L student population and outcomes. It also determines and oversees the design, implementation and evaluation of key ARU-L interventions and strategies to achieve these goals. Progress reports are presented at FEC meetings each academic year by the Head of Student Success (who leads on the ARU-L APP Access and Participation Statement and Key Interventions) and this Statement will be updated (and published) annually to ensure that ARU-L's key interventions and strategies remain current and also responsive to its diverse widening participation student population (see supporting evidence B7016). Progress updates are also reported at ARU's Student Success Steering Group (SSSG), which provides an opportunity for this Statement to be reviewed directly alongside the ARU APP objectives and achievements.

Table 1 shows the ARU APP intervention strategies and targets. The subsequent sections in this Statement present the specific ARU-L objectives and initiatives, in alignment with the ARU APP.

Table 1: ARU APP Key intervention strategies, objectives and targets

ARU APP Intervention Strategy	ARU APP Objective	ARU APP Target	ARU APP Deadline
1. Access	Support disadvantaged students with accessing opportunities to improve GCSE attainment and ensure accurate perceptions of HE	95% participating students and families receiving this access support to be from a disadvantaged background or under-represented group and 60% showing improved knowledge and skills and perceptions of HE	September 2029

2.Continuation (Age)	Achieve parity in continuation between mature and young students	Continuation gap within 3%	September 2029
3.Continuation (IMDQ1 and 2)	Achieve parity (+/- 3%) in continuation between IMDQ1&2 and Q3-5 students	Continuation gap within 3%	September 2029
4.Continuation (Ethnicity)	Achieve parity in continuation between Asian and White students	Continuation gap within 3%	September 2029
5.Awards (Age)	Reduce award gap between mature and young students	Awards gap within 8.5%	September 2029
6.Awards (IMDQ1 and 2)	Reduce award gap between IMDQ1&2 and Q3-5 students	Awards gap less than 10%	September 2029
7.Awards (Ethnicity)	Reduce award gap between Black and White students to less than 20%	Awards gap less than 20%	September 2029
8.Progression	Meet TEF benchmark for graduate progression	TEF benchmark for graduate progression measured by GOS	September 2029

1: Access

The ARU APP access objective is to work with pupils, teachers/ advisors, and parents /carers from local state schools to support disadvantaged students with accessing opportunities to improve their GCSE attainment and to ensure accurate perceptions of Higher Education (HE), as measured by exam outcomes and attitude change. Their target, by September 2029, is for 95% of participating students and their families receiving support to be from a disadvantaged background, or underrepresented group, with at least 60% also showing evidence for improvement in their knowledge and skills and feeling they have received accurate HE information. ARU-L already has a large proportion of students from disadvantaged backgrounds accessing its courses, with 63.6% of students coming from IMDQ1-2 neighbourhoods. In addition, ARU-L has a large Foundation Year intake every trimester (around 53% of undergraduate students over the last academic year) with many of our students lacking the entry requirements to enter university at level 4.

To support the ARU APP access targets ARU-L will continue to develop access opportunities for disadvantaged students in the local area of Tower Hamlets, which is one of the most deprived boroughs in London (see Table 2). Initiatives include actively promoting HE opportunities in the local community through offering bespoke campus tours and open days to schools and colleges and evaluating success after each event. ARU-L also facilitates access by means of its 2-day timetable, non-standard delivery and extensive range of bursaries. Courses are scheduled so that each cohort can attend in-person on either two full days mid-week or two weekday evenings and a Saturday (for non-standard delivery). Evening and weekend teaching presents a significant access opportunity for students who cannot undertake studies

during weekdays. The extensive range of ARU-L bursaries and scholarships are also designed to facilitate access for disadvantaged students.

Table 2: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 1: Access

Strategy (ARU Objective)	ARU-L Objective	ARU-L Target	ARU-L Owner	ARU-L Deadline
Access: Support disadvantaged students with accessing opportunities to improve GCSE attainment and ensure accurate perceptions of HE	Increase schools and colleges outreach activities within Tower Hamlets, including: offering bespoke on-campus open days tailored to each school or college's requirements; supporting local school and college's career fairs	Run and evaluate one new bespoke Open Day in each School at ARU-L every academic year; support local school and college's career fairs details to be confirmed as part of outreach activities)	Heads of School and Head of Marketing	September 2029
	Introduce the East London Boroughs Bursary, to help improve access to HE for local students from disadvantaged backgrounds	Further increase the proportion of students from IMDQ1 and 2 backgrounds	Head of Marketing	September 2029

2: Continuation (Age)

The ARU APP target is to narrow the continuation gap between mature and young students to less than 3% by 2029. The ARU-L gap in the academic year in 2022-2023 was less than 0.1%, however, while proxy continuation data from the academic year 2023-2024 indicate a continuation gap of 2.8%. Having already met and exceeded the ARU target, the ARU-L Continuation (Age) objectives aim to maintain a narrow gap and to regularly monitor continuation data across age groups with an enhanced focus on intersectionality (see Table 3).

In order to maintain this narrow Continuation (Age) gap, ARU-L has introduced the research-informed Team around the ARU-L Student spheres of integration retention model for holistic signposting to all support available (see Figure 2 in the Quality Plan B7001 for further information) and a comprehensive Continuation and Completion Improvement Plan. ARU-L is also committed to a 2-day timetable offering, which caters to mature students with childcare responsibilities, for example. To further understand drivers behind gaps, the Student Engagement Dashboard enables analysis of attendance and engagement data by demographic group, while the Academic Engagement and Support team compiles qualitative data from students regarding reasons for lack of engagement. ARU-L aims to further

operationalise this no and data to identify trends and barriers to continuation for both mature and young students. A further objective is to run face-to-face and online Student Success workshops targeted towards support for mature students each trimester and to evaluate student satisfaction and feedback for continuously developing this initiative.

Table 3: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 2: Continuation (Age)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Continuation (Age) (Parity in continuation between mature and young students)	Maintain two-day timetable to cater to mature students e.g. with childcare responsibilities	Students to receive timetable specifying (ideally the same) two days for their entire course	Director of Business Development	September 2029
	Run Student Success workshops targeted towards support for mature students each trimester	Run three well-attended workshops per year with positive student satisfaction feedback on this support	Head of Student Success	September 2029
	Operationalise and evaluate the ARU-L Student Engagement Dashboard to track continuation by age and in relation to intersectional groups on an ongoing basis	Report continuation in relation to age to each FEC to enable ongoing monitoring and development of interventions	Head of Student Success	September 2029
	Use the Academic Engagement and Support team and Student Engagement Dashboard to identify reasons for low attendance and engagement for students from different age groups, exploring barriers to attendance/belonging to develop interventions in co-creation with students	Submit a report with recommendations to FEC for consideration	Head of Student Success	September 2027

3: Continuation (IMDQ1 and 2)

The ARU APP Target is to achieve parity in continuation between IMDQ1 and 2, and IMDQ3, 4 and 5 students within 3% by September 2029. In the case of ARU-L, the continuation gap between students from IMDQ1-2 and IMDQ3-5 neighbourhoods was 5.3% in the academic year

2022-2023, but our proxy data indicate that this gap has reduced by around 3% to 2.2% in the academic year 2023-2024. In order to maintain this narrow Continuation (IMDQ1 and 2) gap, ARU-L has introduced the research-informed Team around the ARU-L Student spheres of integration retention model for holistic signposting to all support available (see Figure 1 in B7001 for further information) and a comprehensive Continuation and Completion Improvement Plan. The ARU-L objectives and targets aligned with ARU APP Intervention strategy 3: Continuation (IMD 1 and 2), shown in Table 4 below, aim to provide targeted financial skills support and bursaries for students from IMDQ1 and 2 neighbourhoods, who are most likely to experience financial hardship that may negatively impact continuation of study. A further aim is to maintain and develop the ARU-L offering of 2-day timetabling and non-standard delivery, as these strategies support students from IMDQ1 and 2 neighbourhoods who often have work care commitments whilst studying.

Table 4: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 3: Continuation (IMD 1 and 2)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Continuation (IMDQ1 and 2) (Achieve parity (+/- 3%) in continuation between IMDQ1&2 and IMDQ3-5 students by 2029)	Maintain two-day timetable and non-standard delivery to cater for students e.g. with childcare responsibilities	Evidence the impact of two-day timetable on continuation rates of IMDQ1&2 students through student feedback	Director of Business Development and Head of Student Success	September 2029
	Introduce the East London Boroughs Bursary and maintain the Student Success Bursary to help improve continuation and encourage attendance for local students from disadvantaged backgrounds	Increase in numbers of financially disadvantaged IMDQ1-2 students able to continue their studies as evaluated by continuation data for students receiving these bursaries	Head of Marketing	September 2029
	Introduce Student Success workshops e.g. 'Money Management during your studies' each trimester and use feedback to develop further budgeting support along with the Students' Union	Three well-attended workshops per year with positive student satisfaction feedback on this support with money management skills for those from disadvantaged financial backgrounds	Head of Student Success	September 2027

ARU-L will continue to offer free core electronic textbook provision for all courses, to ensure equality of access to information resources for students from lower IMDQ neighbourhoods, as well as the range of ARU-L bursaries designed to support students experiencing financial

hardship. ARU-L also provides extensive employability guidance and opportunities, which particularly support continuation for students from IMDQ1-2 backgrounds. The ARU-L INTO programme, offered at enrolment to all students, is designed to strengthen belonging and engagement from the earliest point in students' academic journey. This support is seen as particularly relevant for continuation of students from IMDQ1 and 2 neighbourhoods who may be more likely to be the first in family to go to university.

Other ongoing ARU-L initiatives that impact on continuation for IMDQ 1 and 2 students include: targeted 1-1 support from the ARU-L Academic Engagement and Support team; proactive contact by Academic Engagement Officers for students with low attendance and engagement profiles to help them identify personal academic, financial or wellbeing support needs; and the provision of Personal Development Tutors, who remain with students for the duration of their studies and provide additional support.

4: Continuation (Ethnicity)

The ARU APP identifies achieving parity in continuation between Asian and White students as a key priority, with a target of achieving a continuation gap of 3% by September 2029. This identified gap is also reflected in ARU-L data with a particularly high gap identified between these two groups of 20.4% in the academic year 2021-2022, although this gap reduced to 5.2% in 2022-2023 and 4.4% in 2023-2024 (proxy data). In order to maintain this narrow Continuation (IMDQ1 and 2) gap, ARU-L has introduced the research-informed Team around the ARU-L Student spheres of integration retention model for holistic signposting to all support available (see Figure 2 in B7001 for further information) and a comprehensive Continuation and Completion Improvement Plan. The ARU-L data shows positive progress in reducing the gap in continuation between Asian and White students but still needs to be reduced further to meet the ARU APP target of 3% by 2029.

ARU-L objectives and targets aligned with ARU APP Intervention strategy 4: Continuation (Ethnicity) include designing and running focus groups with Asian students to improve institutional understanding of the learning experience of, and barriers faced by, Asian students at ARU-L; analysing feedback and continuation data to develop new initiatives to support continuation by Asian students; and developing an enhanced programme of equality, diversity and inclusion (EDI) events, in partnership with the Students' Union, to facilitate integration and the sense of belonging of Asian students.

Table 5: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 4: Continuation (Ethnicity)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Continuation (Ethnicity)	Run student focus groups to understand barriers faced by Asian students at ARU-L	Improved understanding of the learning experience of, and barriers faced by, Asian students at ARU-L. Feedback used to design and implement	Head of Student Success and Director of Studies	September 2027

(Achieve parity in continuation between Asian and White students (+/- 3%) by 2029)	Triangulate continuation data for Asian students against course and other demographic data to identify intersectional barriers	measures to enhance continuation, completion and awards for Asian students		
	Continue to recognise and celebrate EDI events with students throughout the academic year	Run and disseminate a diverse range of in-person EDI events throughout the year, with SU involvement, to facilitate integration and belonging of Asian students	Principal/ Head of Student Success/ Students' Union	September 2029
	Operationalise and evaluate the ARU-L Student Engagement Dashboard to track continuation for Asian students as a priority on an ongoing basis	Report continuation in relation to Asian students to each FEC to enable ongoing monitoring and development of interventions	Head of Student Success	September 2029

Asian students currently make up a small proportion of ARU-L student population (around 13%), but this population has been steadily increasing in recent years. Data collected at ARU-L Student Success workshops shows that 13% of attendees were Asian, which indicates some success in reaching this group. This work will be built on by developing new EDI events and workshops to facilitate the sense of belonging of this group of students to increase the likelihood of continuation. Detailed analysis of demographic data in relation to particular courses, age groups and income backgrounds will be carried out to identify potential reasons for low continuation and opportunities for targeted support to narrow the continuation gap for Asian students.

5: Awards (Age)

The ARU APP Awards (Age) objective is to make progress towards eliminating the gap in awards between mature and young students, with a target of reducing the award gap to 8.5% or less by September 2029. At ARU-L, however, mature students have consistently outperformed young students in terms of awards. The award gap was 9.4% in favour of mature students in 2022-2023, but proxy data show that this gap has now reduced to 5.9%, as the younger student population at ARU-L has grown. This favourable award gap for mature students has met and exceeded the ARU APP target of 8.5% but the ARU-L aim is to carefully monitor data related to this award gap to ensure that it remains narrow.

Table 6: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 5: Awards (Age)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Awards (age) (Reduce awards gap between mature and young students to 8.5% by 2029)	Run student focus groups to better understand different experiences/ barriers faced by mature/ young students at ARU-L	Maintain current narrow awards gap between mature and young students at ARU-L by improving understanding of the learning experience of, and potential barriers faced by, mature and young students at ARU-L. Use feedback to design and implement measures to further decrease the awards gap as population of young students increases	Head of Student Success and Director of Studies	September 2029
	Identify and monitor modules and courses with any sustained gaps in achievement between young/ mature students	Use data to create targeted interventions to reduce any identified achievement gaps between young/mature students in specific modules or courses	Head of Student Success and Course Directors	August 2026
	Promote and celebrate successes of alumni and students of diverse age groups with a focus on high academic achievement	Communicate at least 2 alumni and student success stories focused on high academic achievement per trimester covering both young and mature students	Head of Student Success, ARU-L Marketing	September 2029

6: Awards (IMDQ1 and 2)

The ARU APP has identified an awards gap between IMDQ 1 and 2 and IMDQ3, 4 and 5 students and has set a target of making progress to reduce the award gap by 2029. The ARU-L gap in awards between students from IMDQ1-2 and IMDQ3-5 neighbourhoods was 3% in the academic year 2022-2023 and reduced to just 1.4% in 2023-2024. Proxy data, however, show that the gap has increased to 5.2% in 2024-2025. ARU-L objectives and targets are, therefore, focused on stabilising and narrowing the award gap between students from these different deprivation quintiles. The ARU-L interventions include those outlined above, which focus on improving the continuation rates of IMDQ1 and 2 students. The 2-day timetabling, M-standard delivery, targeted bursaries for students with financial hardship and Student Success workshops outlined in that section are also designed to support completion and award achievement for IMDQ1 and 2 students. Further targeted interventions summarised in Table 7 below include focus groups with students in levels 5 and 6 with 2:2 grade averages to identify barriers and develop targeted support for improved grades, as well as analysis and monitoring of any modules and courses with sustained gaps in achievement between IMDQ1-2 and IMDQ3-5 students.

Table 7: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 6: Awards (IMDQ 1 and 2)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Awards (IMDQ 1 and 2) (Make progress to eliminate the award gap between IMDQ1-2 and IMDQ3-5 students by 2029)	Introduce the East London Boroughs Bursary and maintain the Student Success Bursary to support students from disadvantaged backgrounds	Support IMDQ1 and 2 students in completing courses, and gaining 2:1 and above awards, by alleviating some financial pressures during their studies	Head of Marketing	September 2029
	Identify and monitor modules and courses with sustained gaps in achievement between IMDQ1-2 and IMDQ3-5 students	Create targeted interventions to reduce any identified achievement gaps between different IMDQ students on specific modules and courses	Director of Academic Services and Head of Student Success	August 2026
	Run focus groups with students in levels 5 and 6 with 2:2 grade averages to identify barriers and develop targeted support	Develop targeted interventions to increase numbers of students who improve grade averages as they progress through levels 5 and 6	Head of Student Success	September 2029

ARU-L will continue to offer support that brings equity to the student population so that no lack of financial, academic, digital or other resources can impact their award achievement. Our free digital text resources, inclusive curricula, Student Success workshops, early and regular

monitoring of student progress, continuous Personal Development Tutor support and extensive range of bursaries and scholarships are all examples of these ongoing initiatives to reduce any gap between students from different deprivation quintiles. Students are also regularly engaged as partners in developing initiatives to ensure that their lived experiences are integrated into interventions for facilitating fulfilment of potential.

7: Awards (Ethnicity)

The ARU APP identified a significant awarding gap between Black and White students and aims to reduce it to less than 20%, in line with the sector, by September 2029. At ARU-L the award gap between Black and White students has decreased steadily over the last 3 academic years, from 17.6% in the academic year 2022-2023, to 14.5% in 2023-24, and most recent proxy data show a 9.7% gap. This narrow gap is safely below the ARU APP 20% target, but ARU-L objectives and targets are aimed at further decreasing this gap and providing enhanced, targeted support for Black students. They include celebrating and disseminating successes of Black students and alumni, running focus groups with Black students to better understand their support needs and to develop together effective support initiatives, including collaborating with Black Minds Matter UK to promote mental health support for Black students (see Table 8 below). Triangulation of ARU-L data indicate that the awards gap for these two groups is larger for students on Business courses, which requires further contextualised work at course level.

Table 8: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 7: Awards (Ethnicity)

Strategy (ARU Objective)	ARU-L Objective	ARU-L target	ARU-L Owner	ARU-L Deadline
Awards (Ethnicity) (Decrease award gap between Black and White students to less than 20% by 2029)	Enhance Student Wellbeing through collaboration with Black Minds Matter UK for student ambassador roles and the provision of free mental health support for Black students aged 18-25	Develop a sustainable partnership between ARU-L and Black Minds Matter UK	Student Wellbeing and Inclusion Manager	September 2029
	Promote and celebrate successes of Black alumni/ students across courses	Identify and disseminate Black student success stories to ensure diverse and proportionate representation of ethnic groups in marketing and on courses	Head of Student Success/ ARU-L Marketing	September 2029
	Run focus groups with Black students on Business courses with 2:2-3 rd class grade averages to better understand challenges/barriers faced during their studies and to inform Academic Engagement and Support team activities	Present a report to students and FEC outlining recommendations based on findings from focus group	Director of Academic Services/ Head of Student Success	September 2027

31% of ARU-L students and around 35% of ARU-L staff identify as Black. This high proportion of Black ARU-L students and staff is felt to contribute to a positive campus community for this

demographic. ARU-L is actively seeking to build partnerships to support Black student wellbeing, alongside that of other ethnic groups, and to potentially provide positive work experience opportunities in the future. For example, a partnership has been established with Black Minds Matter UK to promote access to mental health support for Black students. Some of the ARU-L Student Success workshops are delivered by Black alumni and 40% of attendees at workshops during Trimester 2 2025-2026 (January 2026 onwards) were Black. Further representation and engagement of Black students is also an objective to close the awarding gap with White students.

8: Progression

The ARU APP progression target is to meet the TEF benchmark for graduate progression, as measured by the Graduate Outcome Survey (GOS), by 2027. Current ARU-L GOS data show that the minimum B3 UG threshold target has been achieved overall in GOS 2026 results (60.1%) and progression rates are now 10.8% below the ARU institutional KPI target. Table 9 outlines interventions being implemented by ARU-L to further enhance progression rates. Interventions to promote employability opportunities include: the development of Advisory Clinics offering specialist employment advice and mentoring opportunities with qualified professionals; the establishment of Employability Task Force Groups; and the introduction of an Enterprise Hub. These initiatives provide targeted support to the many ARU-L students who come from widening participation backgrounds and who may lack access to professional networks, which can affect their future employability. The ARU-L Employability Improvement Plan (see supporting evidence B7066) is used to implement and track progress of key initiatives targeted at meeting, or exceeding, the OfS benchmark for student progression as reflected in the Graduate Outcomes Survey.

Table 9: ARU-L Key Objectives and Targets aligned with ARU APP Intervention strategy 8: Progression

Strategy (ARU Objective)	ARU-L Objective	ARU-L Target	ARU-L Owner	ARU-L Deadline
Awards (Progression) (Meet TEF benchmark for graduate progression, as measured by the Graduate Outcome Survey)	Hold Employability Task Force Groups each trimester focusing on ARU-L priority courses (as a minimum requirement) to review, monitor and progress actions which aim to meet key student progression benchmarks	Create and monitor course level Employability Improvement Plans (for priority courses) reporting to Faculty Employability Action Group, identifying risks and successes associated with student progression	Director of Student Services	September 2029
	Maintain and further develop employer engagement events	Ensure the number and variety of on-campus events align with subject	Director of Employer Engagement and	September 2027

(GOS), by 2027)	including on-campus careers fairs, industry insight sessions, career pathways and alumni talks	areas and reflect the current and future graduate employment market	Director of Student Services	
	Increase the number of Live Briefs in our undergraduate and postgraduate courses	Each ARU-L course to have a minimum of one Live Brief established into a module	Director of Employer Engagement and Heads of School	September 2027
	Analyse student career (re)registration data to support a more personalised experience throughout their course	Design and deliver communications to students relevant to their career readiness category and required support	Director of Student Services	September 2027
	Monitor student perception of graduate career pathways and recruitment activities including application processes for relevant graduate schemes	Use feedback obtained in Module Evaluation Survey, NSS and GOS optional questions to identify how perception and application skills can be enhanced	Director of Student Services	September 2027
	Launch and monitor an ARU-L mentoring programme to support student employability	Register a minimum of 20 UG students on the mentoring programme from under achieving demographic groups, increasing numbers year on year as the programme matures	Director of Student Services	September 2027
	Develop the Enterprise Hub to support students and graduates who want to start-up or scale up a business, transition to freelance work or self-employment	Increase student engagement in Enterprise Hub each academic year	Director of Employer Engagement	September 2029
	Expand the number of Advisory Clinics offering specialist advice to the local community and supporting students to gain experience working alongside qualified	Launch and monitor one new clinic in each ARU-L School at ARU-L	Director of Student Services and Heads of School	September 2029

	professionals as mentors			
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Alumni-led events and a mentoring programme being launched in September 2026 will provide opportunities for students to be supported by professionals and alumni from a similar background or demographic and gain advice and insight related to their lived experience. ARU-L has also partnered with a local college which offers free GCSE courses in Maths and English for students who require higher grades in these subjects in order to secure graduate employment in specific sectors such as the health services.

Summary

This statement summarises key objectives and targets set by ARU-L in alignment with the ARU APP intervention strategies. ARU-L also has a range of other initiatives in place to support access, continuation (including a Continuation and Completion Improvement Plan), progression (including an Employability Improvement Plan) and achievement, as well as for actioning, tracking and evaluating interventions. The ARU-L Faculty Education Committee (FEC) and Faculty Leadership Team (FLT) oversee progress against strategic objectives and targets on an ongoing basis and receive additional support and expertise from ARU academic registry when required. The strategies in place are all aimed at effectively supporting ARU-L's diverse range of students, throughout their academic journey to graduation and beyond to fulfil their potential.